

**THE INFLUENCE OF USING JIGSAW TECHNIQUE TOWARDS STUDENTS'
READING COMPREHENSION IN NARRATIVE TEXT OF THE ELEVENTH
GRADE OF SMA AL AZHAR 3 BANDAR LAMPUNG
IN THE ACADEMIC YEAR OF 2018/2019**



A Thesis

Submitted as a Partial Fulfillment of
the Requirements for S1-Degree

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ABSTRACT

THE INFLUENCE OF USING JIGSAW TECHNIQUE TOWARDS STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT OF THE ELEVENTH GRADE OF SMA AL AZHAR 3 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019

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Many students like reading but they did not comprehend what they have read. Therefore, this thesis discussed the influence of using jigsaw technique in teaching reading, especially for students' comprehension in reading narrative text. The objective of this research was to find out whether there was a significant influence of using jigsaw technique towards students' reading comprehension in narrative text.

The quasi experimental design was used in this research with pre test and post test. The samples of research were two classes consisting of 30 students for experimental class and 30 students for control class. The treatments were held in 3 meetings, 2 x 45 minutes for each. The population of this research was the eleventh grade of SMA Al Azhar 3 Bandar Lampung. In collecting the data, the researcher used instruments in the form of multiple choice test. After administering pre test and post test, the researcher analyzed the data were normal distribution and homogeneous by using SPSS to compute independent sample T-test.

From the data analysis computed by using SPSS, it was obtained that $\text{Sig.} = 0.000$ and $\alpha = 0.05$. It means that H_a was accepted because $\text{Sig.} \leq \alpha = 0.000 < \alpha 0.05$. In other words, there was a significant influence of using jigsaw technique towards students' reading comprehension on narrative text of the eleventh grade of SMA Al Azhar 3 Bandar Lampung.

Key words: jigsaw technique, reading comprehension, narrative text, quantitative research



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DEDICATION

I would like to dedicate this thesis for everyone who cares and loves me :

1. My beloved parents the late Mr. Anuar Harun and Ms. Den Ayu Apriyani who have always pray and advice me so that why I always getting strenght to finishing my study.
2. My grandfather Mr. Tajudin and grandmother Ms. Muah for their endless love, may allah almighty pour love devotion back within His never ending grace.
3. My brother and sisters Bery Anggara, Novalia Sagita, Resa Tri Anggini, Widya Kenita, Nabila Puspa Dewi, and all of my big family who can not be mentioned directly in this thesis one by one, thanks for your support and love for me.
4. My friends Gustina, Juwita angelina, Eftria Milda, Betara Sona, Atri Yanti, Mia yenita, Fida Ivana Lisa, Citra Maharani, Devy Feradigma, Dewi Retno Saputri, Devi Anggraeni, Diana Kusuma Ningrum, and also all of my KKN Friends thanks for being my life story full of colors.
5. My almamater UIN Raden Intan Lampung.

MOTTO

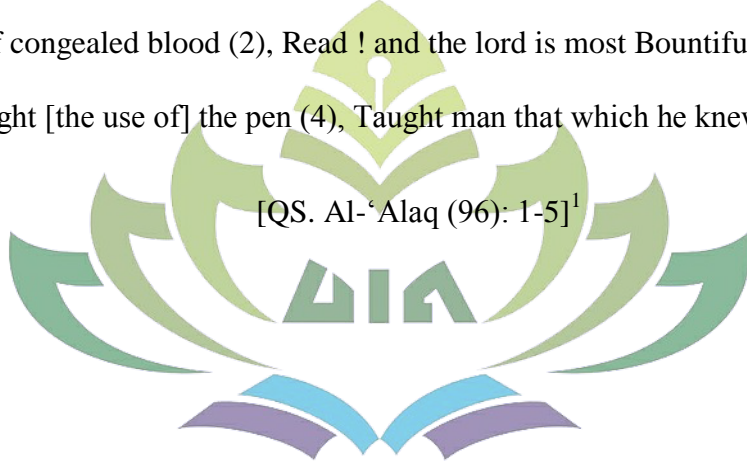
بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤)

عَلَّمَ الْإِنْسَانَ لَمْ يَكُنْ لَمْ يَكُنْ لَمْ يَكُنْ (٥)

“Read ! in the name of lord and Cherisher, who created (1), Created man, out of a clot of congealed blood (2), Read ! and the lord is most Bountiful (3), He who taught [the use of] the pen (4), Taught man that which he knew not (5).”

[QS. Al-‘Alaq (96): 1-5]¹



¹ Abdullah Yusuf ‘Ali, *The Holy Qur’an, Text and Translation*, (India: Millat Book Centre, 2006), p.240

DECLARATION

Hereby, I state this thesis entitled “The Influence of using Jigsaw Technique towards Students’ Reading Comprehension in Narrative Text of the Eleventh Grade of SMA Al Azhar 3 Bandar Lampung in the Academic Year of 2018/2019” is definitely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.



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CURRICULUM VITAE

Dela Julian Anggita was born in Krui on July 4th, 1996. She is the first child of six children from the late Mr. Anuar Harun and Ms. Den Ayu Apriyani. She has four young sisters and one young brother.

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ACKNOWLEDGEMENT

First of all, praise be to Allah, the Almighty God, the Most Merciful and the Most Beneficent for His blessing and mercy given to the reseacher during her study and in completing this graduating paper successfully. Then, peace and salutation always be with Prophet Muhammad SAW who has guided us from the darkness to the lightness.

This thesis entitled “The Influence of using Jigsaw Technique towards Students’ Reading Comprehension in Narrative Text of the Eleventh Grade of SMA Al Azhar 3 Bandar Lampung in the Academic Year of 2018/2019” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung.

Then, thanks to the following people for their ideas, time and guidance for this thesis:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung with all staff, who give the researcher opportunity to study until the end of this thesis composition.
2. Meisuri, M.Pd, the chairperson of English Education Study Program of UIN Raden Intan Lampung.
3. Rohmatillah, M.Pd, the advisor who has patienly guided and directed the researcher until completion of this thesis.

4. Satria Adi Pradana, M.Pd, the second advisor, who has given guidance and supervision, especially in correcting this thesis.
5. All lecturers of English Department of UIN Raden Intan Lampung who have taught the researcher since the beginning of her study.
6. Drs. Hi. Ma'arifuddin, M.Pd, the Headmaster of SMA Al Azhar 3 Bandar Lampung and all the teachers and staff who have helped the researcher in collecting data.
7. Cosmalinda, S.Pd and all English teacher of SMA Al Azhar 3 Bandar Lampung who given guidance and spirit in conducting this research.
8. The researchers' beloved all of friends in English Education Study Program of UIN Raden Intan Lampung, especially class D thank you for your help and motivation that given to researcher.

Finally, it is fully aware that there are still many weaknesses in this thesis. Therefore, it truthfully expects criticism and suggestion from the reader to enhance the quality of the thesis.

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CHAPTER 1 INTRODUCTION

A. Background of the Problem

People use language to express their minds, wishes and ideas. Language is a means of communication, people use it to share ideas with others and exactly language predicts attitude and wishes of the users. Language is not only used for daily conversation but also used in education, research and science both spoken and written.

Considering those function of language, people study language both formal or in class and informal or outside the class. It is important for us to learn language. Especially English since it is used as a means of communication among nation in the world. Although English is not the largest number of native or 'first' language speakers, it is widely used by many people all over the world as their 'second' language.¹

Al-Qur'an also says in Q.S AL-Hujarat: 13:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاهُ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاهُ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاهُ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ١٣

¹Jeremy Harmer, *The Practice of English Language Teaching* Longman Handbooks for Language Teacher, (London: Longman Ninth Impression, 2001),p.1

“O mankind! We have created you from a male and a female, and made you into nations and tribes, that you may know one another. Verily, the most honorable of you with Allah is that (believer) who has At-Taqwa [i.e one of the muttaqun]. Verily, Allah is All-Knowing, All-Aware.”²

Based on that verse, Allah has commanded to everyone to know each other although they have differences in gender, tribes, and languages. One of ways to help someone to know each other is language. Language helps us to communicate each other. One of language which is used in the world to communicate is English.

In English there are four language skills that should be mastered by the students, they are listening, speaking, reading, and writing. Siahaan states the receptive written language skill is called reading, it is the skill of the reader or group of reader to interpret information transferred by a researcher.³ It means that reading holds the important rule to communicate between writers and readers to presenting and get information.

According to Brown that reading is the most essential skills in the educational context as it can be the assessments for students' general language ability.⁴ It means that Reading skills are necessary for students in acquiring knowledge and new information..

Success in reading is very important for students, both for academic and vocational achievement. After seeing this usually there are some reasons why someone reads. First, they often have reading as one of their

²Muhammad Taqi-ud-Din Al Hilali and Muhammad Muhsin Khan, *Interpretation of the Meaning of the Noble Qur'an*. published by Dar-us-salam publications. <http://www.noblequran.com/translation/> (oktober 21th 2014.9.17 p.m)

³ Sanggam siahaan, *The English Paragraph* (Yogyakarta: Graha Ilmu, 2008),p.3.

⁴Brown, H. D, *Teaching by Principles*, (New Jersey: Prentice, 2007) p. 185.

most important goals. They want to be able to read for information and pleasure, for their career, and for study purpose. Second, written texts serve various pedagogical purposes.

Reading comprehension is one aspect of language skills that must be mastered by student. To be able to interpret and absorb information from reading material, students should have good understanding ability. Reading comprehension is required in each subject, because each lesson is inseparable from the act of reading. Therefore, students are required to have good understanding capabilities.

Reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities⁵. When we read, we should be able to recall information afterwards. Meanwhile, according to Jannette Klingner "Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge, and fluency⁶. One of text on reading is narrative text. Narrative text is a literary text that tells a story to entertain or give view of life.⁷ Narrative text helps students in develop the students' reading comprehension.

Based on the preliminary research at SMA Al Azhar 3 Bandar Lampung in march 2018, this research was conducted an interviewed with

⁵Gordon Wainwright, *How to read Faster and Recall More*, (Oxford: Handbook, 2007), p.37

⁶Jannette Klingner, Sharon Vaughn and Alinson Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, (Guilford Press, 2007), p.2

⁷Mark Anderson and Kathy Anderson, *Text Types in English*, (Australia: Macmillan, 1997), p.168.

one of the english teachers there, Mrs. Cosmalinda S.Pd. She said that the students have some problems in learning english especially in reading. The problems were the students' reading comprehension need to be improved, the students had difficulties words to read the text, the students found difficulties in comprehending sentences, the students had difficulties how to read the word correctly.

Almost of students' reading score is low less than 75. It can be seen on the table 1:

Table 1
The Students' Score of Reading in Narrative Text at the 11th of
SMA Al Azhar 3 Bandar Lampung in 2018-2019

No	Class	Students' Score		Gender		Number of Student
		<75	≥75	P	L	
1	XI IPA 1	21	13	23	11	34
2	XI IPA 2	21	15	23	13	36
3	XI IPA 3	23	13	16	20	36
4	XI IPA 4	23	12	22	13	35
5	XI IPA 5	24	12	20	16	36
6	XI IPA 6	23	13	24	12	36
7	XI IPA 7	19	11	13	17	30
8	XI IPA 8	20	10	17	13	30
9	XI IPS 1	24	11	21	14	35
10	XI IPS 2	25	11	15	21	36
11	XI IPS 3	21	7	17	11	28
Total		244	128	211	161	372
Percentage		66%	34%	57%	43%	100%

Source: Document of students at the eleventh grade of SMA Al Azhar 3 Bandar Lampung

After doing preliminary research, the success of the teaching-learning process depends on several factors. And the most important things in the actualization of the teaching and learning process are the teacher and

learner. Therefore one of the ways, in order to make the teaching learning process effective, the teacher has to have a good classroom management which can stimulate the students to be active in following the system of the teaching learning process.

And one way to realize it is by making the teacher know and understand the technique of teaching English. The teacher should be able to choose the appropriate technique of teaching English for students. The class atmosphere must be planned so that students get the opportunity to interact each other.

In this interaction students will enjoy learning process. If the class atmosphere is full of the competition, negative attitude and relationship will be formed and disturb students' support. This atmosphere will disturb the knowledge form actively. That is why, a teacher must create the class atmosphere in such a way that the students cooperate with each other. there were many kinds of good technique that can be applied by the teacher, to improve the students' reading comprehension, one of which jigsaw technique.

Jigsaw is one kind of cooperative learning techniques in which students work in small group without paying attention of gender, ethnicity, religion, and ability. It makes students focus in the learning material and they have to cooperate one another. Jigsaw technique as an alternative way to create an active teaching lerning process. There are some techniques in

Cooperative Learning, such as STAD (Student Teams Achievement Division), Jigsaw, Think-Pair-Share, and Two- Stay Two-Stray.⁸

According to Richard in activities jigsaw the class is divided into groups and each group has part of the information needed to complete an activity. The class must fit the pieces together to complete the whole. In so doing, they must use their language resources to communicate meaningfully and so take part in meaningful communication practice.⁹

According to previous research by Ika Kusriani on her thesis entitled, “Using jigsaw technique to improve reading comprehension skill at the eight grade students of SMPN 3 Mlati Yogyakarta in 2013”. Based on the result of the research, it is found that there is a positive improvement of using jigsaw technique through students’ reading comprehension skill at the eight grade students of SMPN 3 Mlati Yogyakarta in 2013.

She said that jigsaw technique can improve students’ reading comprehension which all students were enthusiastic in joining the reading class. They all were active in sharing and discussing their texts in their expert group and they all presented their texts to their jigsaw group

⁸Anita Lie, *Cooperative Learning*, (Jakarta: Gramedia Widiasarana Indonesia, 2002), p.40.

⁹Jack C. Richard. *Communicative language teaching today*. Cambridge University Press, p.19

mates.¹⁰ It means that jigsaw technique can make the students felt more confident to share and ask their opinion to their group mates.

Based on the other research above had differences from the previous ones, the research examined how the profile of the use of jigsaw technique to improve the students' English reading comprehension, how far the improvement of the students' reading comprehension, and this research, the researcher want to know whether there is any influence of jigsaw technique in narrative text.

Based on explanation those technique above used for teaching reading, the researcher assumed that jigsaw technique influences reading comprehension in narrative text, if they trained to used their jigsaw technique. This reasearch was conducted a research entitled: The Influence of using Jigsaw Technique towards Students' Reading comprehension in Narrative Text of the Eleventh Grade of SMA Al Azhar 3 Bandar Lampung in the Academic Year of 2018/2019.

B. Identification of the problem

Considering the background above, in this research identified the problems as follow:

1. The students' reading comprehension need to be improved.
2. The students had difficulties words to read the text.
3. The students found difficulties in comprehending sentences .

¹⁰ Ika Kusriani, *Using Jigsaw Technique to Improve Reading comprehension Skill at the Eight Grade Students of SMPN 3 Mlati Yo gyakarta*, English Education of Universitas Negeri Yogyakarta 2013

4. The students had difficulties how to pronounce the word correctly.

C. Limitation of the problem.

Based on the identification above, this research focused on the “use of jigsaw as technique toward students' reading comprehension in narrative text of the eleventh grade of SMA Al Azhar 3 Bandar Lampung in the academic year of 2018/2019”.

D. Formulation of the problem.

Considered the identification and the limitation of the problem above in this research formulated the problem as follows: “is there any significant influence of using jigsaw technique towards students’ reading comprehension in narrative text?”

E. Objective of the research

The objective of the research is to know whether there is a significant influence of using jigsaw technique towards students’ reading comprehension in narrative text of the 11th grade of SMA Al Azhar 3 Bandar Lampung in the academic year of 2018/2019.

F. Significance of the research

After this study has been completed, it would given some significance values. The significance values are:

1. Theoritically, as supporting information that jigsaw technique could be used as a technique in teaching learning process particularly in reading.
2. Practically
 - a. For the researcher it would given experience and clear understanding about the process of teaching reading using cooperative method especially jigsaw technique to the readers.
 - b. For the teacher the result of the study would given contribution to English teacher and can be a reference to improved his performance and competence in teaching English.
 - c. For the students the process of the research would be useful for the students to improved their reading comprehension and developed their study in order to be successful.
 - d. For the other researcher hopefully develop this research with the new innovation such as by using jigsaw technique with different material or order to increase students' reading comprehension.

G. Scope of the research

1. The subject of the research

The subject of the research was the students of eleventh grade of SMA Al Azhar 3 Bandar Lampung.

2. Object of the reseach

The object of the reseach was the students' reading in narrative text and jigsaw technique towards student reading in narrative text.

3. Place of research

The research was conducted at SMA Al Azhar 3 Bandar Lampung.

4. Time of the research

The research was conducted at the second semester in academic year of 2018/2019.



CHAPTER II REVIEW OF RELATED LITERATURE

A. Frame of Theory

1. Reading

a. Definition of Reading

Reading is one of the important skills which is needed by the students from elementary school up to university. Reading is also skill to know, see and understand the contents of what they read. That is, after reading something, the reader knows the information obtained from what he/she has read.

There are many definitions of reading. Reading is approached as thinking a process of infracting with textual material and sorting, evaluating and reacting to its organization and context.¹¹ According to Lethbridge, reading also involves sharing ideas with the reader and writer. The writer has a message or idea he or she wants to pass on you.¹²

One important point of reading is to transfer of a message from between writer and reader.¹³ Another explanation from Harmer who states that reading is an incredibly active occupation.

¹¹Katleent M.c Whorter, *Reading A Cross the Discipline Collage Reading and Beyond*. Second Edition, (New York: Longman, 2005), p.1.

¹²Alberta, "A Reader's Handbook a Step Towards Increasing Self-Direction in Adults Literaly Learners" University of Lenthbridge (September, 1997), p. 6

¹³Moh Farid Maftuh, "Increasing Students' Reading Skill Through DR-TA Strategy: Classroom Action Research at the Third Semester Students of English Departemen of Politeknik Negeri Madiun". *Inovish Jurnal*, Vol. 2, No. 2 (Desember 2017), p. 44

To do it successfully, we have to understand what the words mean.¹⁴ It means that Relationship between writer and reader focus on how the readers comprehend the main idea of the intention of the writer. A written book has a purpose or content that want to share to the reader.

From some of information above it can be concluded that when the messages enter the reader's mind, it means that communication goes on. In comprehending the content of the text, reader not only uses eyes but also their mind concentration to catch the writer's idea.

The importance of reading is stated in the Holy Qur'an Surah

Al - 'Alaq 1-5 :

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ ١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ ٢ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝ ٣
الَّذِي عَلَّمَ بِالْقَلَمِ ۝ ٤ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝ ٥

*"Read! In the Name of your Lord who created, created man from clots congealed blood. Read! Your Lord is the Most Bountiful One, who thought by the pen, man what he did not know."*¹⁵

This verse show that Islam gives high attention to reading. It explains about how reading can be a first step of teaching learning process. Reading in Islamic perspective is not only dealing with the understanding, but also interpreting and extracting. The

¹⁴Jeremy Harmer, *How to Teach English*, (1st edition) (New York: Longman Impression, 1998), p.70.

¹⁵Muhammad Taqi-ud-Din Al Hilali and Muhammad Muhsin Khan, *Interpretation of the Meaning of the Noble Qur'an in the English Language*, (Riyadh, Saudi Arabiyah: Darussalam,1996), p.902.

information from the text than relate it to the real phenomenon readers have.¹⁶

We can read the creation from God in the world. It can be formed in written such as holy Qur'an. By reading holy Qur'an we know the knowledges of world. Holy Qur'an teaches us to communicate to other people by using good language in appropriate with language structure. Because of reading is important, so human being needs to learn how to read correctly.

They can learn it in school or other educational institutions. The skill of reading have been developed in the Indonesian schools that is the students are able to read a text in the form of narration, description, hortatory and the other texts.

b. Definition of Reading Comprehension

Reading comprehension is a process where by a message intended by the writer is recognized by the reader against the background of information already stored in the readers memory. Reading comprehension show the readers schemata or knowledge already stored in memory, function in the process of interpreting new information and allowing it to enter and become a part of knowledge store.¹⁷

¹⁶M. Quraish Shihab, *Wawasan Al-qur'an*, (Bandung: Mizan, 2003), p.5

¹⁷Sofnidah Ifrianti. *Improving Reading Comprehension*. Fakultas Tarbiyah IAIN Raden Intan Lampung. 2008,p.15

According to Doyle, comprehension is a progressive skill in attaching meaning beginning at the same level and proceeding to attaching meaning to an entire reading selection.¹⁸ all comprehension resolves around the reader's ability in finding and determining main idea and topic sentence from the text.

According to Brown, reading comprehension is primarily a matter of developing appropriate, effective comprehension strategies.¹⁹ it means comprehension is ability to understand about something in order that, the students are able to answer and understand a descriptive reading question forms.

Another definition comes from Eskey who says that reading comprehension is most likely to occur when students are reading what they want to read, or at least what they see some good reason to read.²⁰ Reading is likewise a skill that teacher simply expects the learners to acquire. There are some aspects in reading comprehension:

1. Main idea

Main idea is basically the most important thought about the topic.

According to Alexander et.al, main idea is what the author wants to

¹⁸Doyle,BS..*Main Idea and Topic Sentence*. London: 2004, Ward Lock Educational.

¹⁹Douglasw Brown. *Teaching by principles, An interactive Approach to Language Pedagogy*. Sanfransisco State. University. 1998,p.291

²⁰F. Dubin,D.E.Eskey, W.Grahe, *Teaching Second Language Reading for Academic Purpose* (Boston: Addison-Wesley Publishing Company,1986),p.5

you to know and understand about the topic.²¹ It means that main idea refers to important information that tells more about the overall idea of a paragraph or section of a text. In other words, main idea is actually the point of paragraph.

2. Expression/idiom/phrase in context

The question of expression/idiom/phrase in context is a common word or phrase with a culturally understood meaning that differs from what its composite words' denotations would suggest.²² In other word, a passage may have multi meaning word and special, so the reader must identify which meaning from the information the passage.

3. Inference (implied detail)

According to Hatch, inference questions ask you about information that is implied by the passage rather than directly stated.²³ In other words, inference question is guessing something that is not directly stated in the text.

4. Grammatical Features (reference)

According to Dummett, reference is a relation that obtains between expressions and what speakers use expressions to talk about.²⁴ It

²¹ Sandra Luna McCune, Vi Cain Alexander, and E. Donice McCune, *Cliffs Notes Praxis II*, (Canada: Wilcy Publishing, 2009), p. 12.

²² English-language idioms, https://en.wikipedia.org/wiki/English-language_idioms. accessed on Tuesday March 20th, 2018 7 p.m.

²³ Lisa Zimmer Hatch, Scott Hatch, Amy Hackney Blackwell, *LSAT for Dummies*, (London: Wiley publisher, 2004), p. 27.

²⁴ Micheal Dummett, *Philosophy of Language*, (New York: Harper and Row Publisher, 1973), p. 204.

means that reference is a relation between objects in which one object designates, or acts as a means by which to connect to or link to, another object.

5. Detail (scanning for a specifically stated detail)

In discussion about reading, this skill is frequently referred to as scanning. In contrast to reading for gist, we read because we want to specific details.²⁵ It means that the reader must read with comprehend in order to get the point from the text.

6. Excluding fact not written

Excluding fact not written question ask you the information in text that is not explains directly.

7. Supporting idea

Supporting idea underscores the writer's main idea by providing clarification of its meaning or evidence to corroborate.²⁶ It means supporting idea clarifies the topic sentence or main idea of a written passage.

8. Vocabulary in context²⁷

Vocabulary in context question asks about the meaning of a word or phrase as it is used in the passage. It means that, vocabulary in context question is a question that asks reader to determine the meaning of vocabulary.

²⁵ Jeremy Harmer, *The Practice of English Language Teaching* (3rd Ed), (Cambridge: Longman, 2001), p. 215.

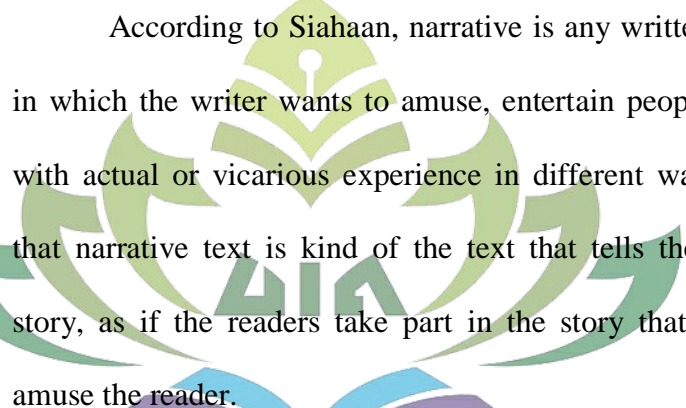
²⁶ Sandra Luna McCune, et. al. *Op.Cit.* p. 13.

²⁷ H. Douglas Brown, *Language Assessment: Principle and Classroom Practice*, (New York: Pearson Education, 2004), p. 206.

Based on description above so reading comprehension is careful reading in order to understand the total meaning of the passage. Reading comprehension in this study is defined as the process of getting message from the author in written text. The message may be an idea, a fact, a feeling, or an argument.

2. Narrative Text

a. Definition of Narrative Text



According to Siahaan, narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways.²⁸ It means that narrative text is kind of the text that tells the reader about story, as if the readers take part in the story that is purpose to amuse the reader.

Narrative is a text which contains about story (fiction, nonfiction, tales, folktales, fables, myth, epic) and its plot consist of climax of the story or complication then followed by the resolution. Narrative is kind of text not only story of fiction and legend, but also story of real life story.²⁹ It means that the story in

²⁸Sanggam siahaan and kisno shinoda. *Generic Text Sruicture*. (Yogyakarta: graha ilmu, 2008).p.73

²⁹Emi Emilia. *Pendekatan Genre Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru*.(Bandung: Rizqi press, 2011).p.92

narrative text not only the fiction but also the real story. There are step for constructing a narrative text:³⁰

1. An Orientation : sets the scene and introduces the participants
2. Evaluation : a stepping back to evaluate the plight
3. Complication : a crisis arises
4. Resolution : the crisis is resolved, for better or for worse
5. Re-orientation : optional

From the statements above, it can be concluded that narrative text is text which consists many kind of stories such as fiction, fable, tales, etc which is aimed to entertain and to inform the reader. The narrative text is good for the student because it can motivate and stimulate the student when do reading activity.

b. Social Function of Narrative Text

Narrative is kind of genre which has social function to amuse, entertain and to deal with actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or a turning point of some kinds, which in turn finds a resolution. Based on competency-based curriculum 2004, the aim of narrative is to entertain and amuse the listeners and readers with the real experience or fancy.³¹

³⁰Mark Aderson and Kathy Anderson. Text types in English 2. (Chapel Street: Macmilan, 2003).p.8

³¹Depdiknas, *Kurikulum 2004 Standar Kompetensi Mata Pelajaran Bahasa Inggris*,(Jakarta: Depdiknas, 2004), p.50.

In the other opinion, Hyland said that narrative is kind of genre which social purpose to entertain and instruct via reflection on experience, like novels, short stories, etc.³² It means that the purpose of narrative is to give entertainment and to deal with actual or vicarious experience indifferent ways, which is the evaluation shows now the problem starts. Then, there will be complication in which the problem arises. The resolution comes to solve the problem.

c. Types of Narrative Text

There are many type of narrative text, including:

- a) Humor, the aims to make the audience laugh as part of retelling story.
- b) Romance, typically tells of two lovers who overcome diffilculties to end up together.
- c) Science function, use a setting involving science and technology.
- d) Diary – novels, the text presented like diary entries.
- e) Adventure, typically tells of exciting dangerous journey ofexperince.³³

³²Ken Hyland, *Genre and Second Language Writing*, (London: University of Michigan Press, 2004), p.29.

³³Mark Anderson and Kathy Anderson, *Text Types in English*, (Australia: Macmillan,1997), p.28

3. Concept of Reading Comprehension in Narrative Text

Reading comprehension is the students' ability to comprehend and understand the reading material (narrative or legend) that gives information to the readers and how to catch main ideas in the text.³⁴ Therefore, the goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding reading text students develop mental models, or representations of meaning of the text ideas during the reading process.

Narrative is a text which tells problematic story in the past and gives the resolution of the problem in the end of the story. Whose purpose is to amuse or entertains to the readers or listener.³⁵ While the generic structure are orientation (introducing the characters of the story, the time and place the story happened), complication (series of events which attempts to solve the problem) and resolution (the ending of story).

Based on those explanations, it can be concluded that students' reading comprehension is the ability to comprehend the reading material that give information to the readers, by presenting the supporting arguments with the good ability to deal with the question

³⁴ I.S.P. Nation, Teaching ESL/ EFL Reading and Writing, (New York : Routledge, 2009) p. 28

³⁵ Sanggam Siahaan, Op.Cit.p. 3

related to main idea, expression/idiom, inference, grammatical features, detail, excluding fact, supporting idea, and vocabulary in context.

4. Cooperative Learning

a. Definition of Cooperative Learning

Cooperative learning is an educational approach which aims to organize classroom activities into academic and social learning experiences.³⁶ Students must work in groups to complete tasks collectively toward academic goals.

Unlike individual learning, which can be competitive in nature, students learning cooperatively can capitalize on one another's resources and skills. Asking one another for information, evaluating one another's ideas, monitoring one another's work, etc.³⁷

Furthermore, the teacher's role changes from giving information to facilitating students' learning. Everyone succeeds when the group succeeds.

³⁶Gillies, Robyn (2016). "Cooperative Learning: Review of Research and Practice" (PDF). Australian Journal of Teacher Education. 41: 39–51 – via eric.ed.gov.

³⁷Chiu, M. M. (2008). "Flowing toward correct contributions during groups' mathematics problem solving: A statistical discourse analysis" (PDF). Journal of the Learning Sciences. 17 (3): 415–463. doi:10.1080/10508400802224830.

b. Kinds of Cooperative Learning

There are some techniques in Cooperative Learning, such as STAD (Student Teams Achievement Division), Jigsaw, Think-Pair-Share, and Two- Stay Two-Stray: ³⁸

- a) STAD is one of the simplest cooperative learning model involving heterog eneous groups.
- b) Think-Pair-Share (TPS) is a collaborative learning strategy in which students work together to solve a problem or answer a question about an assigned reading.
- c) TSTS is one type of cooperative learning this technique students will learn in group and it give opportunity the group to share result and information to the others group.
- d) Jigsaw is most appropriate in such subjects as social studies, literature, some part of science and related areas in which concepts rather than skills are the learning goals.

But in this reasearch only focuse to using jigsaw technique because it can improve students' responsibility, and can give opportunity in cooperating with the other students and give a chance to contribute. So each students develops their skill and create the class atmosphere and increase the students reading comprehension.

³⁸ Anita Lie, *Cooperative Learning*, (Jakarta: Gramedia Widiasarana Indonesia, 2002), p.40.

5. Jigsaw Technique

a. Definition of Jigsaw technique

Jigsaw is a kind of cooperative learning task that requires learners to communicate with each other in order to fill in missing information and to integrate it with other information.³⁹ it means that Jigsaw is designed to increase learners sense of responsibility towards their own learning and the learning of others. Learners not only learn the material provided, but they also have provide and teach the material to other members of their group.

The meaning of the jigsaw learning is a widely used technique which has similarities with the exchange of technique group to another, with an important difference that each learner teach something to other students. Jigsaw technique in learning, is to allows students to be introduced material and maintain a high level of personal responsibility. The purpose of jigsaw is to develop teamwork and cooperative learning skills within all students.⁴⁰

According to Richard in activities jigsaw the class is divided into groups and each group has part of the information needed to complete an activity. The class must fit the pieces together to

³⁹Mahnaz Kazemi, *The Effect of Jigsaw Technique on the Learners' Reading Achievement: The case of English as L2*, MJAL. 4:3 autumn 2012, University of Guilan, Iran, 2012.p.173

⁴⁰Syamsiarna Nappu, Evi Anggraeni, *Improving Students' Vocabulary trough Jigsaw Technique , scientific Publications toward Global Competitive Higher Education*, (Universitas Muhammadiyah Makassar).p.164

complete the whole. In so doing, they must use their language resources to communicate meaningfully and so take part in meaningful communication practice.⁴¹

As a conclusion that jigsaw technique is one of the cooperative learning which grouping students into small group where each students increase learners sense of responsibility towards their own learning material and the learning of others.

b. Procedure of Teaching Reading through Jigsaw

The Jigsaw technique is very simple to use. The students are divided into five or six members in a group. Each member is responsible to learn the given material. The jigsaw classroom is very simple to us if you are teacher, just follow this steps:

- a) Divided students into 5 or 6 person jigsaw group. The group should be diverse in terms of gender.
- b) Appoint one students from each group as the leader. Initially this person should be the most mature student in the group.
- c) Divided the day's lesson into 5-6 segments. If you want history students to learn about Eleanor Roosevelt, you might divide a short biography of her into stand-alone segments on: (1) her childhood, (2) her family life with Franklin and their children, (3) her life after Franklin contracted polio, (4) her work in the

⁴¹Jack C. Richard. *Communicative language teaching today*. Cambridge University Press, p.19

White House as First Lady, and (5) her life and work after Franklin's death.

- d) Assign each student to learn one segment, making sure students have direct access only to their own segment.
- e) Give students time to read over their segment at least twice and become familiar with it. There is no need for them to memorize it.
- f) Form temporary 'expert groups' by having one student from each jigsaw group join other students assigned to the same segment. Give students in these expert groups time to discuss the main points of their segment and to rehearse the presentation in jigsaw group.
- g) Bring the students back to their jigsaw groups.
- h) Ask each student to present her or his segment to the group. Encourage others in the group to ask questions for clarification.
- i) Observe the process. If any group is having trouble, make an appropriate intervention. Eventually, it is the best for the group leader to handle this task. Leaders can be trained by whispering an instruction on how to intervene, until the leader gets the hang of it.

- j) At the end of the session, give a quiz on the material so that the students quickly come to realize that these sessions are not just fun and games but really count.⁴²

c. Advantages and Disadvantages of using Jigsaw Technique

There are some advantages and disadvantages of using jigsaw reading technique:⁴³

1. Advantages

- a. Cross-roll team as one of the characteristics of jigsaw technique can “break the mold” solutions because the synergy that comes from combining a diversity of thinking and perspective.
- b. Cooperation and mutual trust become valuable and necessary to academic achievement.
- c. Designed for ensuring that all students in the class are responsible for learning and for teaching what they have learned to others.

2. Disadvantages

- a. For some students, it may create an overwhelming sense of pressure to perform when they return to their home group.
- b. Students may struggle with their second language communication skill, learning difficulties, or social

⁴²Melvi L silberman, *Active Learning 101 Strategi Pembelajaran Aktif*, Yogyakarta: Pustaka Intan Madani, 2005, p. 180-182

⁴³Sharan, sholomo, ed., *Handbook of cooperative learning methods, pieces of the puzzle: the Jigsaw Method*. Judy Clark, (london: praeger, 94),p.34

status, blocking their ability to contribute in their home group.

6. Translation Technique

a. Definition of Translation Technique

Translation has always played a role in language teaching.

Translation is a general term referring to the transfer of thought and ideas from one language (source of language) to other language (target language) whether the language in written or spoken forms.

According to Garrow, translation is changing a communication (a word, phrase, and sentence) to other terms or to other form (verbal or symbolic) or to another level abstraction (simple or more complex).

Concerning the description above, this research infers that translation is the giving of the closest meaning or natural equivalent of the words, phrase and sentence of one language (source language) into another language whether in spoken or written forms. It is also know that translation can be regarded as one of the techniques applied to teach reading ability. Translation techniques belong to the traditional ways of teaching English this technique considers that the main procedure of teaching language is translation.

Garrow underlines the definition above saying that in translation techniques, concepts are built in the pupils' mind from bites and pieces and from specific, and in this condition, the student will passively understand.⁴⁴

From the explanation above, translation technique can make the students' trouble to understand the text by translating word by word from one language to another language.

b. Procedure of Teaching Reading through Translation Technique

The procedures of translation technique in class activities as follows.⁴⁵

- a) The teacher explains about technique in learning reading.
- b) The teacher mentions material and explains about translation.
- c) The teacher distributes the text to the students and allows them to understand the materials by reading and translating by looking up dictionary.
- d) Last, the teacher asks the students to express about the problem in comprehending materials briefly. After the students understood, the teacher gives the students exercise and ends class.

⁴⁴Garrow. *The Learning Game Strategies for secondary Teacher*. Ohio Charles e: Merrill publishing company. 1972

⁴⁵Sayuki Machida, *A Step forward to Using Translation to Teach a Foreign/ Second Language*, (Sidney: University of Melbourne, 2008), p. 143

b. Advantages and Disadvantages of Translation Technique

There are some advantages and disadvantages of using translation technique as follows:⁴⁶

1. Advantages

- a. helps the students to have a better understanding of the meaning of abstract words and complicated sentences.
- b. Make the students more easily to understand the text by translate word by word from one language to another languages.
- c. Systematic study of grammatical rules plays an important role in fostering students' ability of reading comprehension and producing grammatically correct sentences.

2. Disadvantages

- a. Lack of originality. We do think it will be lack of originality as we tend to change the words, thus the meaning of the text itself is marginally or slightly different.
- b. Take time to interpret, it does take time to interpret, learn, research and finally translate the whole text.

⁴⁶Albany, *Advantages and Disadvantages of translation*, http://tccl.rit.albany.edu/knilt/index.php/unit_3_what-is-the-advantage-of-using-translation-as-a-teaching-resource/, Accessed on January, 17th 2018

B. Frame of Thinking

Based on the theories, the researcher assumed that jigsaw technique towards reading comprehension has been able to activate students in the learning process, improved the students' responsibility in the teaching learning process, gave the opportunity for the students in cooperating with the other students and a chance to contribute meaningfully to a discussion for the students, something that is difficult to achieve in large-group discussion. Each student develops their skill and has something important to contribute, could be created the class atmosphere in such a way that the students cooperate with each other.

After the teacher found out the influence of using Jigsaw technique to teach reading, students expected to be easier in learning and mastering reading especially in narrative text.

C. Hypothesis

Ha: There is significant influence of using jigsaw technique towards students' Reading comprehension in narrative text of the 11th grade of SMA Al Azhar 3 Bandar Lampung in the academic year of 2018/2019.

Ho: There is no significant influence of using jigsaw technique towards students' Reading comprehension in narrative text of the 11th grade of SMA Al Azhar 3 Bandar Lampung in the academic year of 2018/2019.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In conducting the research, the researcher conducted quantitative based on the experimental research. An experimental design is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusions about the effect of the experimental treatment on the dependent variable.⁴⁷ It means that experimental design is a research design that is used to find the influence of one variable to another.

In experimental design, the researcher used quasi experimental design. Quasi experimental design are similar to randomized experimental designs in that they involved manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups.⁴⁸ The researcher used quasi experimental because in quasi experimental, the subjects are not randomly assigned to the treatments groups.

In this research, the researcher was selected two classes, The first is experimental class and the other is a control class. The experimental class is the class which got treatments Jigsaw Technique in the control class the researcher used Translation Technique.

⁴⁷Donald Ary, Lucy Cheser Jacobs, and Chris sorensen, *Introduction to Research in Education*, (8th Edition), (Canada: Wadsworth. Cengage Learning, 2002), p.301

⁴⁸*Ibid*, p. 316

B. Variable of Research

In this research there are two variables, namely:

1. Independent variable was used jigsaw technique (X)
2. Dependent variable was students' reading narrative text comprehension (Y)

C. Operational Definition of Variable

1. Jigsaw Technique

Jigsaw technique is one of the cooperative learning which grouping students into small group where each students increase learners sense of responsibility towards their own learning material and the learning of others.

2. Students' Reading Comprehension in Narrative Text

Reading comprehension in Narrative text is careful reading in order to understand the total meaning of the passage or the text which aims to entertain or amuse the readers through a sequence of events and ends in resolution.

D. Population, Sample and Sampling Technique of the Research

1. Population

In this research, the population of the research included all of eleventh grade students of the SMA Al Azhar 3 Bandar Lampung in the academic year of 2018/2019. They were as the population and for

observation the samples were only 60 students consist of two classes namely experimental class and control class SMA Al Azhar 3 Bandar Lampung. The total numbers of population are 372 students in 11 classes could be seen from the table 2:

Table 2
Total Students of the Eleventh Grade of SMA Al Azhar 3 Bandar Lampung in the Academic Year 2018/2019

Number	Class	Gender		Number of Student
		P	L	
1	XI IPA 1	23	11	34
2	XI IPA 2	23	13	36
3	XI IPA 3	16	20	36
4	XI IPA 4	22	13	35
5	XI IPA 5	20	16	36
6	XI IPA 6	24	12	36
7	XI IPA 7	13	17	30
8	XI IPA 8	17	13	30
9	XI IPS 1	21	14	35
10	XI IPS 2	15	21	36
11	XI IPS 3	17	11	28
Total		211	161	372

Source: Document of students' at the eleventh grade of SMA Al Azhar 3 Bandar Lampung

2. Sample of the Research

As a part of population, sample was taken as a representative of the population. Sample is a group selected from a population for observation in a study.⁴⁹ Here, the researcher taken the students in two classes from eleven classes available as the sample of the research, one class as Experimental Class and the other class as Control Class.

⁴⁹Donal Ary, et.al., *Op.Cit.* p.649

3. Sampling Technique

In this research used Cluster Random Sampling technique because the population is in groups and homogeneous.⁵⁰ This research would be taken two classes of the eleventh grade, one as the experimental class and the other one as the control class. The steps in determining the experimental class and control class as follows:

- a) The researcher wrote the name of the class in a small piece of paper.
- b) Then the paper rolled and put into a box. Then, the box was shaken.
- c) Then the researcher took two pieces of the rolled paper randomly.
- d) Then the first paper as the experimental class and the second paper as the control class.

E. Data Collecting Technique

In collecting the data, there are two techniques as follows:

1. Pretest

Pretest is conducted to know the students' reading comprehension before the treatment. It was done in the experimental class and control class to find out the students' reading comprehension in narrative text before the treatment and also the student' mean score. The test had been done by given multiple choice that consist of 20 questions with

⁵⁰*Ibid*

four alternative options and the students answered the question on the answer sheets. Then, the researcher did the scoring based on their answers on the test.

2. Post-test

Post test is conducted to know the students' reading comprehension after the treatment. The researcher asked the students to answer some questions. It was conducted after treatment to know the result of students' reading comprehension in narrative text after they were taught by using jigsaw technique while control class were taught by using translation technique. By looking at the students' result in the pre test, so the researcher compared their scores before and after given treatment to draw a conclusion about jigsaw technique.

F. Instrument of the Research

Harmer stated that Multiple choice question can be used to reading and listening comprehension.⁵¹ It means in reading comprehension test can be used multiple choice to test. In this research, the test in form of multiple choice tests and prepares the instrument in the form of multiple choice questions. In collecting the data, this research was used reading test, the test is multiple choice for post-test with 4 options (a, b, c, and d) , and used this type is easier to know the students' reading comprehension. The specification pretest and posttest before and after validity can be seen in the table below:

⁵¹Jeremy Harmer, *How to Teach English New Edition*, (Oxford: Pearson Education Ltd), 2007, p. 169

Table 3
The Specification for Pre-test and Post-test before validity

No	Aspect	Item Number					
		Pre-test		Total	Post-test		Total
		Even	Odd		Even	Odd	
1	Main Idea (Topic)	1, 21, 27		3	11, 35		2
2	Expression/idiom/phrase in context	17	8	2	25	8, 40	3
3	Inference (Implied Detail)	13, 19, 31, 39	2, 18, 28	7	3, 37	16, 20, 24, 32	6
4	Grammatical Features (references)		14, 24	2		4, 26, 28	3
5	Detail (scanning for a specifically stated detail)	7, 9	6, 30, 34	5	1, 9, 15, 19, 33, 39	2	7
6	Excluding facts not written	15, 25	4, 20, 22, 26, 36, 38	8	17, 21, 29, 31	10, 34, 28	7
7	Supporting idea	5, 11, 23, 29, 33, 37	10, 12, 32, 40	10	7, 23, 27	12, 14, 18, 22, 30, 36	9
8	Vocabulary content	3, 35	16	3	5, 13	6	3
Total		21	19	40	20	20	40

Table 4
The Specification for Pre-test and Post-test after validity

No	Aspect	Item Number					
		Pre-test		Total	Post-test		Total
		Even	Odd		Even	Odd	
1	Main Idea (Topic)	1, 21		2	11, 35		2
2	Expression/idiom/phrase in context		8	1	25	8, 40	3
3	Inference (Implied Detail)	13, 31	18, 28	4	3	16	2
4	Grammatical Features (references)		14, 24	2		4, 28	2
5	Detail (scanning for a specifically stated detail)	7	30	2	1, 15	2	3
6	Excluding facts not written		4, 20, 22	3	21, 31	34	3
7	Supporting idea	5, 29, 33	10, 12	5		12, 18, 22, 36	4
8	Vocabulary content	35		1		6	1
Total		9	11	20	8	12	20

G. Research Procedure

There are three steps that done in the research procedure. The procedures are as follows:

1. Planning

Before applies the research procedure, this reseacher made some planning to run well, there are some steps that planned. The procedure of this research can be seen as follows:

a) Determining the subject

This research determined the subject. In this case the researcher chose the eleventh grade of SMA Al Azhar 3 Bandar Lampung as the subject of the research, one class as experimental class and the other one as the control class.

b) Preparing the try-out

Prepared a kind of test (called try-out test) that test would be given to the students. The total number of test is 40 items. The try out administered in 90 minutes. Evaluated the test items to got the good items for pre-test and post-test.

c) Preparing the pre-test

Prepared a kind of test (called pre-test) that would be given to the students in control and experimental class. This test would be given to the students got treatment. This research used the instrument which have already been tried out before.

d) Determining the material to be taught

After giving pre-test to students, the material that would be taught for students has been determined by the researcher that is reading comprehension in narrative text.

e) Preparing the post-test

Prepared a kind of test (call post-test) that wiould be given to the students. By giving the post-test, the researcher knew what the students comprehend their reading text or not.

2. Application

After making the planning, the researcher tried to apply the research procedure that is already planned. There are some steps in doing this research:

- a) In the first meeting, the students gave try-out. This test is multiple choices that consist of 40 items with 4 options a, b, c, and d. This test would be given to the students which does not become the sample of the research.
- b) In the second meeting, gave the pre-test. In this research would be given pre-test to the control class and experimental class. The test is multiple choice, it would be taken from the result of try-out test. It means that only the valid and reliable test item used in the pre-test.
- c) In the third step, gave treatment, after giving the pre-test to the students, this research conducted a treatment in control class and experimental class. In control class this research conducted a treatment with teachers' strategy translation technique of SMA Al Azhar 3 Bandar Lampung. While in experimental class, this research conducted the treatment with jigsaw technique. The treatment at experimental and control class would be given until three times.
- d) In last meeting, gave the post test. This test is multiple choice test, the total number of test are 20 items. It means that only the valid and reliable test items that used.

3. Reporting

The last step that should be done in the research procedure is reporting. There are as follows:

- a) Analyzing the data received from try-out
- b) Analyzing the data received from pre-test and post-test
- c) Making a report based on the findings.

H. Scoring System

In scoring reading comprehension test of multiple choice, the scoring procedure from Arifin's formula is used, this formula as follows:

$$S = \frac{B}{N} \times 100$$

Note:

(Scale = 0-100)

S = the score of the test

B = the total of the right answer

N = the total of the items⁵²

I. Criteria of Good Test

To know whether the test is good or not, some criteria should be considered. The test should have validity and reliability.

⁵² Zainal Arifin, Evaluasi Pembelajaran: Prinsip, Teknik dan Prosedur (Bandung : Remaja Rosdakarya, 2016), p.229

1. Validity of Test

A good test is the test that has validity. The validity test is conducted to check whether the test measures what is intended to be measured.⁵³ It means that a good test must have validity so the test can measure the aspects that would be measured. To measure whether the test has good validity or not, this research used the content and construct validity.

2. Content Validity

Best and Kahn say that content validity refers to the degree to which the test actually measures or is specifically related to the traits for which it was design, content, validity is based upon the careful examination of course textbooks, syllabus, objectives, and the judgments of subject matter specialists.⁵⁴ It means that content validity is the level validity of the instrument that can be taken from course textbooks, syllabus, objectives, and the judgments of subject matter specialists. To get content validity, the test adapts with the textbook and based on the syllabus for the eighth grade of junior high school.

3. Construct Validity

Best and Kahn say that Construct validity is the degree to which scores on a test can be accounted for by explanatory construct

⁵³Arthur Hughes, *Testing for Language Teacher*, (2nd Edition), (Cambridge: Cambridge University Press, 2003), p.26.

⁵⁴John W. Best and James V. Kahn, *Research in Education* (7th Edition) (New Delhi: PrenticeHall, 1995), p. 219

of sound theory.⁵⁵ It means that construct validity is showing the measurement used contained correct operation definite, which was based on the theoretical concept. In this research, the researcher administered the test whose the scoring covered eight aspect of reading they are: main idea, Expression/idiom/phrase in context, inference, supporting idea, grammar, vocabulary, detail, excluding fact not written.

4. Reliability of the Test

Traditionally, reliability is used as a measure of quality and the term means repeatability or consistency. A measure is reliable if it provides the same result on two or more separate occasions, when the assumption is made the object being measured has not changed.

Fraenkel and Wallen state that reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instrument to another and from one set of items to another. Consider, for example a test designed to measure tpying ability.

If the test is reliable, we will expect a students who receives a high score the first time he takes the test to receive a high score the next time he takes the test. The scores will probably not be identical,

⁵⁵*Ibid*

but they should be close.⁵⁶ The reliability of the test is tested by using SPSS version 16. The criteria of reliability test as follow:

Reliability coefficient 0.000 – 0.200 is very low reliability

Reliability coefficient 0.200 – 0.400 is low reliability

Reliability coefficient 0.400 – 0.600 is fair reliability

Reliability coefficient 0.600 – 0.800 is high reliability

Reliability coefficient 0.800 – 1.000 very high reliability

J. Data Analysis

After collecting the data, the researcher analyzed the data by used independent sample t-test. There are two assumptions that must be done before analyzing the data by using independent sample t-test. The tests consist of:

1. Normality Test

The Normality is used to know whether the data, in experimental and control class, has the normal distribution or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*). The test of normality employed was shapiro wilk. While the criteria of acceptance or rejection of normality test are as follows:

H_0 is accepted if $\text{sig} > \alpha = 0.05$

H_a is accepted if $\text{sig} < \alpha = 0.05$

⁵⁶Jack, R. Fraenkel & Norman, E. Wallen, *Op.Cit.*, p.154

The hypotheses for the normality test are formulated as follows:

H_o : the data are normally distributed

H_a : the data are not normally distributed.

2. Homogeneity Test

After got the data which have normality distribution, this research was done the homogeneity test in order to know whether the data is homogenous or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*). The test of homogeneity employing Levene's Test. While the criteria of acceptance or rejection of homogeneity test are as follow:

H_o is accepted if $\text{sig} > \alpha = 0.05$

H_a is accepted if $\text{sig} < \alpha = 0.05$

The hypotheses for the homogeneity test are formulated as follows:

H_o = The variances of the data are homogenous

H_a = The variances of the data are not homogenous

3. Hypothetical test

After the data are normal and homogeneous, the data would be analyzed by using independent sample T-test in order to know the significance of the treatment effect. While the criteria acceptance or rejection of hypothesis test are:

H_a is accepted if $\text{sig} < \alpha = 0.05$

H_o is accepted if $\text{sig} > \alpha = 0.05$

The hypotheses are:

H_0 :There is no significant influence of using Jigsaw technique towards students' reading comprehension in narrative text of the eleventh grade of SMA Al Azhar 3 Bandar Lampung in the academic Year of 2018/2019.

H_a :There is significant influence of using Jigsaw technique towards students' reading comprehension in narrative text of the eleventh grade of SMA Al Azhar 3 Bandar Lampung in the academic Year of 2018/2019.



CHAPTER IV

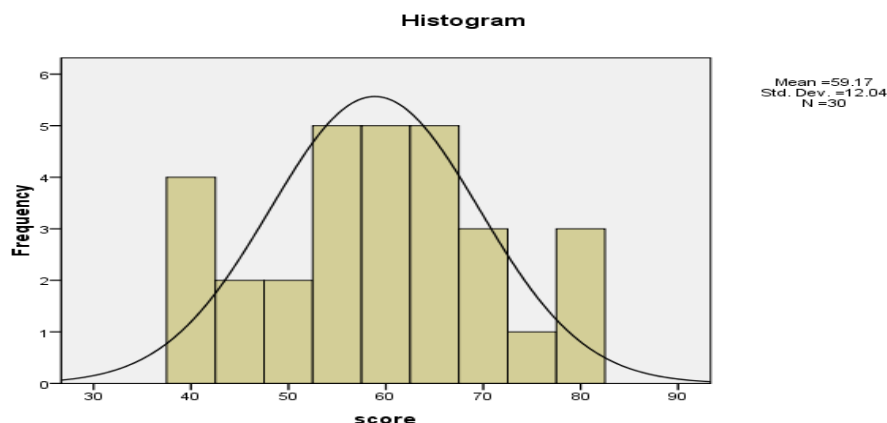
RESULT AND DISCUSSION

A. Result of the Research

The data got in the form of score. The score was derived from pretest and post test. The pre test was held in control class on february 4th, 2019 and the experimental class on february 6th, 2019. Meanwhile, post test in control class was held on march 4th, 2019 and in the experimental class on march 6th, 2019. It was conducted pre test before treatments given and post test after treatments given. The test was multiple choice test which consist of 20 items for each test.

1. Result of the Pretest in Experimental Class

Pre test was conducted in experimental class on wednesday february 6th, 2019 in order to know students' reading comprehension on narrative text before the treatment. The scores of the students' reading comprehension on narrative text that were tested in pretest could be seen in Figure 1:



*Figure 1**Score of Pre test in the Experimental Class*

Based on the figure 1, there were four students who got score 40, there were two students who got score 45, there were two students who got score 50, there were five students who got score 55, there were five students who got score 60, there were five students who got score 65, there were three students who got score 70, then only one student who got score 75, and there were three students who got score 80. For the statistics of the result pre test experimental class (XI IPA 7), it could be seen on Table 5.

Table 5
Statistics of the Result of the Pre test of XI IPA 7

Statistics	Score
Mean	59.17
Minimum	40
Maximum	80
Median	60.00

Based on Table 5, it showed that the mean of pretest score in XI IPA 7 as the experimental class was 59.17. The maximum score was 80 and the minimum score was 40. The median score was 60. It showed students' reading comprehension before they did the treatments.

2. Result of the Posttest in Experimental Class

Post test was conducted to know students reading comprehension on narrative text after the treatment. The post test was conducted in the experimental class on march 6th, 2019. The students scores of the students'

reading comprehension on narrative text that were tested in post test could be seen in Figure 2:

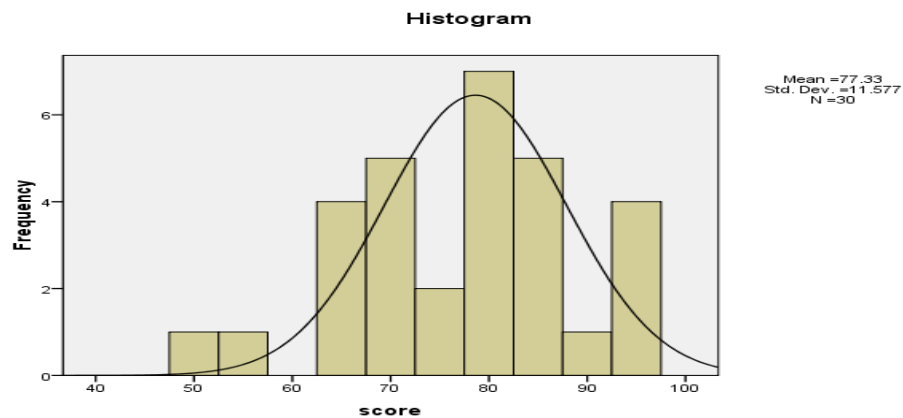


Figure 2
Score of Posttest in the Experimental Class

Based on the Figure 2, it can be concluded that there was one student who got score 50, there was one student who got score 55, there were four students who got score 65, there were five students who got score 70, there were two students who got score 75, there were seven students who got score 80, only one student who got score 90, there were five students who got score 85, and there were four students who got score 95. The statistics of the result post test, it could be seen on Table 6.

Table 6
Statistics of the Result of the posttest

Statistics	Score
Mean	77.33
Minimum	50
Maximum	95
Median	80.00

Based on table 6, it showed that the mean of post test score in the experimental class was 77.33. The maximum score was 95. The minimum score was 50. The median score was 80.

3. Result of the Pretest in Control Class

Pre test in control class conducted on tuesday february 4th, 2019.

The result of pre test of XI IPA 8 as the control class could be seen on the Figure 3:

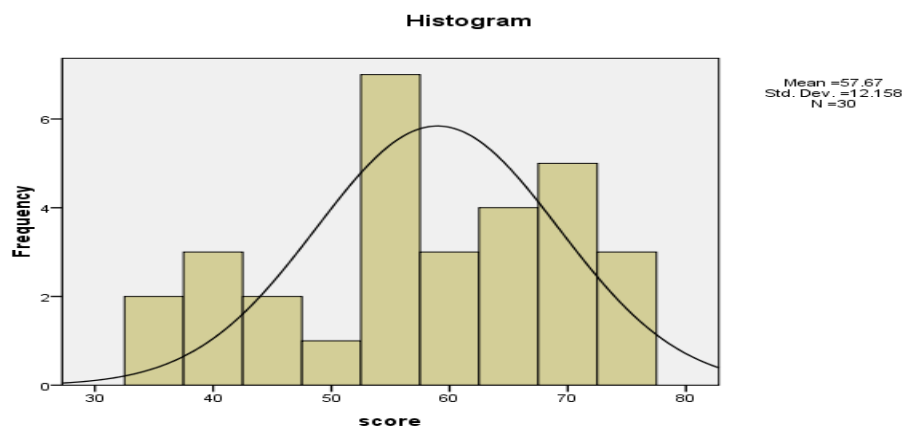


Figure 3
Result of Pre test in Control Class

Based on the figure 3, there were five students who got score 70, there were seven students who got score 55, there were three students who got score 75, there were three students who got score 60, there were three students who got score 40, there were two students who got score 35, there were two students who got score 45, then only one student who got score

50, and there were four students who got score 65. For the statistics of the result of pre test in control class, it could be seen on Table 7.

Table 7
Statistic sof the Result of the Pretest of XI IPA 8

Statistics	Score
Mean	57.67
Minimum	35
Maximum	75
Median	57.50

Based on table 7, it showed that the mean of pretest score in XI IPA 8 as the control class was 57.67. The maximum score was 75. The minimum score was 35. The median score was 57.50.

4. Result of the Posttest in Control Class

Post test in control class conducted on march 4th, 2019. The result of the post test of XI IPA 8 as the control class could be seen on the Figure 4:

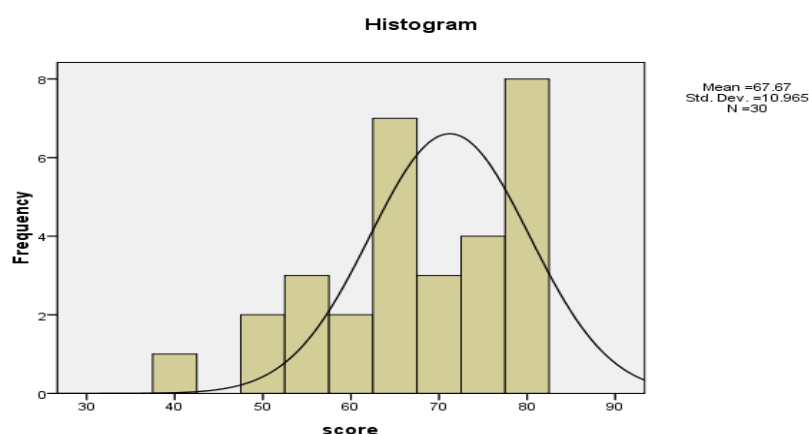


Figure 4
The result of Post test in Control Class

Based on the Figure 4, it can be concluded that only one student who got score 40, there were two students who got score 50, there were three students who got score 55, there were two students who got score 60, only one student who got score 60, there were five students who got score 80, there were seven students who got score 65, there were three students who got score 70, there were four students who got score 75, and there were eight students who got score 80. The statistics of the result post test of XI IPA 8, it could be seen on Table 8.

Table 8
Statistics of the Result of the Posttest

Statistics	Score
Mean	67.67
Minimum	40
Maximum	80
Median	67.50

From Table 8, it can be seen that the mean score was 67.67. The maximum score was 80. The minimum score was 40. The median score was 67.50.

B. Gain Score

Gain score was got from pretest and posttest score. Gain score was used to analyze normality, homogeneity and independent sample t-test. If gain score in this manner possitive gain score indicates that posttest score was higher than pretest score. A negative gain score indicates that the posttest less than pretest score. That is detail score pretest post test and the gain in the

experimental and control class. In this research the gain score posttest experimental higher than post test control class.

C. Description of Treatment

The research had been conducted since february 4th, 2019 to march 6th, 2019. This research has been carried through six steps. They involved try out tests, pre test, three times treatments, and post test. To find out the influence of using jigsaw technique, the researcher identified some result, they were: the scores of students before treatment had differences between pre test and post test and the differences of students' atmosphere between the students who are taught by using jigsaw technique and the students who are not taught by using jigsaw technique in teaching learning process, especially in teaching reading narrative text at SMA Al Azhar 3 Bandar Lampung.

Before the instrument was used to collect the data, it had been tried out first to the students in try out class. The researcher prepared 40 items as the instrument of the test. From 40 test items of try out, some items were chosen as the instrument of the test. The choosing of the instrument had been done by considering many categories, like validity and reliability.

Test was given before and after the students follow the learning process that was provided by the researcher, this test was given for control and experimental class. Before the activities were conducted, the researcher

determined the materials and lesson plan of learning. The experimental class used jigsaw technique, while the control class used translation technique.

At the beginning the researcher gave pre-test on monday february 4th, 2019 in control class and in experimental class on wednesday february 6th, 2019. In experimental class consisted of 30 students and in control class consisted of 30 students. When the researcher gave the pre test, the researcher gave the treatments for both classes.

1. Description of the First Treatment

In the experimental class, the research conducted treatment on February 13th, 2019. The treatment was used by using jigsaw technique. In the first meeting, the researcher greeted to the student and checked their attendance. After that the researcher shows an image related to the narrative text material. Then the researcher conveyed the material through the opinions of students they have discussed. Then the researcher explained to students about narrative text, explained understanding, purpose, and linguistic elements. The researcher guided students to observe narrative texts, students determined the intrinsic elements of narrative text. In the first meeting obstacle was that students feel not confident with their responsibility to understand each material part.

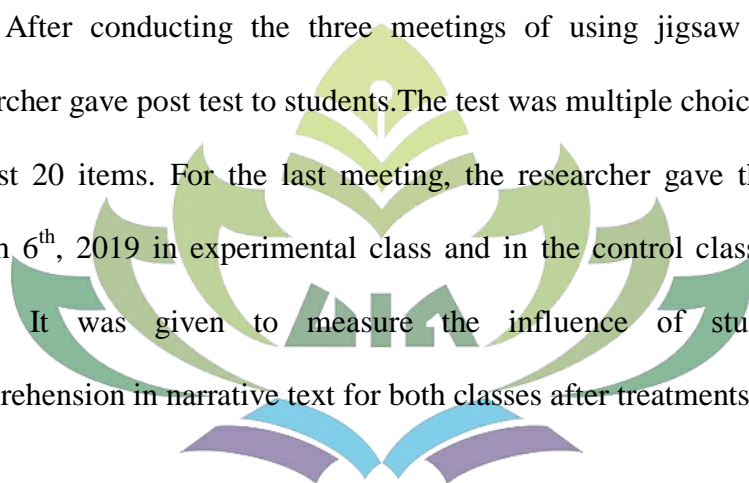
2. Description of the Second Treatment

The second treatments was better than the first treatment because teacher encouraged that the narrative text was easy to understand students only had to focus on the material that they would explain back to their origin group. The researcher divides students into 5 person several groups (home groups), one student should be appointed as the group leader. The day's lesson is devided into 5 segment (intrinsic element) provided by the teacher. The expert group that gets number 1 discusses the character, number 2 about the background, number 3 about the theme, number 4 about the plot, number 5 about the message. The researcher gives narrative texts about the lion and the mouse for day 1, the donkey and goizhou for day 2, and goldilocks and the three bears for day 3. Then researcher asked to each student is assigned one segment to learn and gives students time to read over their segment (intrinsic elements). Then students who gets the same segment will form another group (expert group) to discuss the main points of their segment, students back to their home group, students present his or her segment (intrinsic elements) to the group. Then researcher observe the process from grop to group. But in second meeting of the students' obstacle is that they are having a hard time explaining the material they have got to their origin group.

3. Description of the Third treatment

It was better than the second treatment because the students' problem before were manageable. Teacher told that students may use their own words to make it more easier when they have to explain their material to the each their origin groups. Students also felt accustomed in teaching learning process through jigsaw technique. And the students felt enjoy with the materials of reading.

After conducting the three meetings of using jigsaw technique, the researcher gave post test to students. The test was multiple choice questions that consist 20 items. For the last meeting, the researcher gave the post test on march 6th, 2019 in experimental class and in the control class on march 4th, 2019. It was given to measure the influence of students' reading comprehension in narrative text for both classes after treatments.



D. Result of Data Analysis

1. Fulfillment of the Assumptions

Before knowing the result of data analysis by using independent sample t-test, firstly there were two assumptions that must be done and known. They were normality and homogeneity test.

a. The Result of Normality Test

The researcher did this normality to know whether the data had normal distribution or not. The hypothesis for the normality test were formulated as follows:

H_0 = The data are normally distributed

H_a = The data are not normally distributed

While the criteria for the normality test are as follows:

H_0 is accepted if $\text{Sig.}(p_{\text{value}}) \geq \alpha = 0.05$

H_a is accepted if $\text{Sig.}(p_{\text{value}}) < \alpha = 0.05$

Table 9
The Result of Normality Test of Experimental and Control Class

	Shapiro-Wilk		
	Statistic	Df	Sig.
Gain_Experimental	.947	30	.137
Gain_Control	.839	30	.338

Based on the result of normality test, it could be seen that $\text{Sig.}(p_{\text{value}})$ for experimental class was 0.137 and $\text{Sig.}(p_{\text{value}})$ for control class was 0.338 and $\alpha = 0.05$. It means that $\text{Sig.}(P_{\text{value}}) \geq \alpha$ and H_0 is accepted. The conclusion is that data in experimental and control class had normal distribution.

b. Result of Homogeneity Test

Homogeneity test did to know whether the data is homogeneous or not. The hypotheses for homogeneity test are formulated as follows:

H_0 : the variance of the data are homogenous

H_a : the variance of the data are not homogenous

While the criteria for the homogeneity test are as follow:

H_0 is accepted if $\text{Sig.}(p_{\text{value}}) > \alpha = 0.05$

H_a is accepted if $\text{Sig.}(p_{\text{value}}) < \alpha = 0.05$

Table 10
Result of Homogeneity Test

Levene Statistic	df1	df2	Sig.
.194	1	58	.662

Based on the result obtained in the test of homogeneity of variances in the table 4.5, it could be seen that Sig.(Pvalue) was 0.662 $> \alpha$ was 0.05. It means that H_0 was accepted because Sig.(Pvalue) $> \alpha$ was 0.05. It means that the variance of the data were homogeneous.

2. The Result of Hypothetical Test

After the data were normal and homogeneous, it was analyzed by using independent sample t-test in order to know the significant of the treatment effect. The hypotheses were:

H_0 : There is no significant influence of using jigsaw technique towards students' reading comprehension in narrative text at the 11th grade of SMA Al Azhar 3 Bandar Lampung in the academic year of 2018/2019.

H_a : There is a significant influence of using jigsaw technique towards students' reading comprehension in narrative text at the 11th grade of SMA Al Azhar 3 Bandar Lampung in the academic year of 2018/2019.

While the criteria of acceptance and rejection of the hypotheses were:

H_0 is accepted if $\text{Sig.}(p_{\text{value}}) \geq \alpha = 0.05$

H_a is accepted if $\text{Sig.}(p_{\text{value}}) < \alpha = 0.05$

Table 11

The Result of Hypothetical Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
1 experiment	Equal variances assumed	5.057	.028	5.205	58	.000	7.833	1.505	4.821	10.846
	Equal variances not assumed			5.205	50.189	.000	7.833	1.505	4.811	10.856

Based on the results obtained in the independent sample t-test in table 5, the value of significant generated $\text{Sig.}(p_{\text{value}})$ or $\text{Sig.}(2\text{-tailed})$ of the equal variance assumed=0.000 and α was 0.05 It means that H_0 was rejected and H_a was accepted. Based on the computation, it could be concluded that there was any significant influence of using jigsaw technique towards students' reading comprehension in narrative text at the 11th grade of SMA Al Azhar 3 Bandar Lampung.

E. Discussion

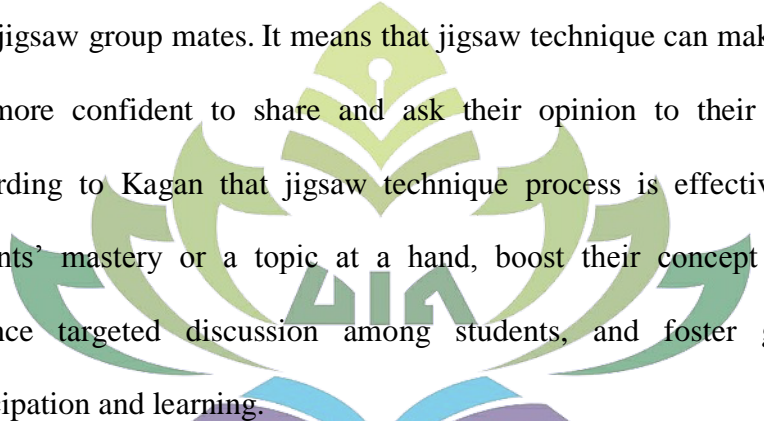
Based on the result of students' post test, the mean score of students' pre test in control class was 57.67 and mean score of students' pre test in experimental class was 59.17. Post test in control class was 67.67 and mean score of students' post test in experimental class was 77.33. Based on the result, the score of experimental class was higher than students' score in control class. It means that the students who are taught by using Jigsaw technique got better result than the students who were taught by using Translation Technique.

Based on the data calculation, Sig.(2-tailed) of the equal variance assumed in the independent sample t-test was 0.002 it is lower than $\alpha = 0,005$. It means that null hypothesis (H_0) is refused and alternative hypothesis (H_a) is accepted. It can be concluded that there was any significant influence of using Jigsaw technique toward students' reading comprehension in narrative text at the eleventh grade of SMA Al Azhar 3 Bandar Lampung in the academic year of 2018/2019.

Based on the result of the data above, it can be interpreted that after the researchers taught reading by using Jigsaw technique in three times, the researcher found that the students who were taught by using Jigsaw technique gave significant influence on their reading comprehension. It is because this technique helps the students in comprehending the content of the text by organize main point in the text, so the students has clear purpose in reading. The technique is very effective in improving students comprehension of what

their read because the students know main idea and information of the text before they read and can give prediction for students in learning process.

It supported by Ika Kusriani on her thesis entitled, “Using jigsaw technique to improve reading comprehension skill at the eight grade students of SMPN 3 Mlati Yogyakarta in 2013”. The result showed that jigsaw technique can improve students’ reading comprehension which all students were enthusiastic in joining the reading class. They all were active in sharing and discussing their texts in their expert group and they all presented their texts to their jigsaw group mates. It means that jigsaw technique can make the students felt more confident to share and ask their opinion to their group mates. According to Kagan that jigsaw technique process is effective to increase students’ mastery or a topic at a hand, boost their concept development, enhance targeted discussion among students, and foster group project participation and learning.



Based on the result of the research, it is found that there is influence of using jigsaw technique through students’ reading comprehension skill at the eight grade students of SMPN 3 Mlati Yogyakarta in 2013.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research that was conducted in SMA Al Azhar 3 Bandar Lampung in the academic year of 2018/2019, it might draw conclusion as follows: In the previous chapter had analyzed the data statistically. Based on the statistically analysis, there is a influence of using jigsaw technique to teach reading comprehension to the students at the eleventh grade of SMA Al Azhar 3 Bandar Lampung in the academic year of 2018-2019.

The significant influence can be seen from Sig. (2-tailed) of the equal variance assumed in the independent sample test table where the Sig. (2 tailed) is 0.000. It is lower than $\alpha = 0.05$ and it means H_0 is rejected and H_a is accepted.

B. Suggestion

Based on the conclusion above, this research put forward the following suggestions:

1. For the teacher
 - a. It is better to use jigsaw as one of technique to help the students in teaching reading because it could help students in comprehending the text.

- b. The teacher should be able to choose the appropriate technique according to the skills and materials that are going to teach to the students.

2. For the students

- a. The students should be learn and more seriously in learning English in order to develop their Reading Comprehension.
- b. The students should study hard and more practice in reading English text to improve their reading comprehension. They also should be active and creative in learning activity, it would be better if the students arrange and plan the strategy in the learning process.

3. For the other Researchers

After conducting the result and getting the result, the researcher would like to suggest order researcher to develop this research with the new innovation such as by using jigsaw technique with different material or order to increase students' reading comprehension, hopefully the result of this research could be a reference.

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